

**THE CORRELATION BETWEEN TEACHER'S AFFECTION AND STUDENTS'
ACHIEVEMENT IN ENGLISH LEARNING AT PIBA UNIVERSITAS
ISLAM NEGERI ALAUDDIN MAKASSAR**



A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd) of English Education Department
Tarbiyah and Teaching Science Faculty
Alauddin State Islamic University
of Makassar**

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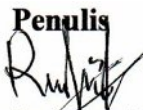
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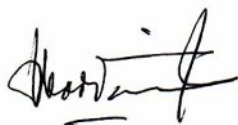
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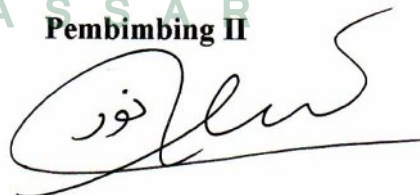
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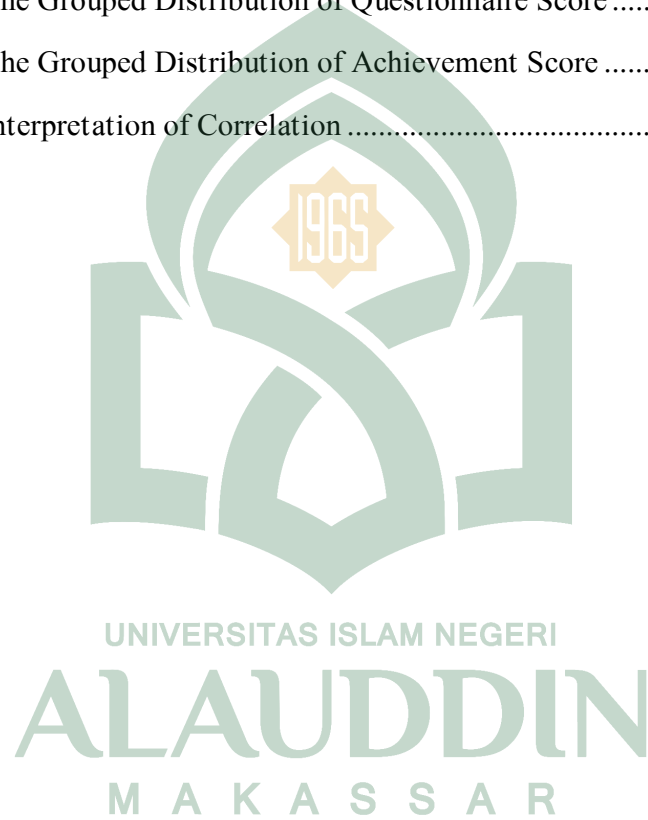
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ABSTRACT

Title : The Correlation between Students' Affection and Students' Achievement in English Learning at PIBA Universitas Islam Negeri Alauddin Makassar

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Affection is important aspect toward students' achievement in English learning. Affection can give positive aspect for teacher and students in learning process which is teacher-students relation occur. Stress on affection in teaching has impact for students' activity and their performance in the class.

The main objective of this research is to find out the correlation between students' affection in learning activity at the class. This research was conducted at PIBA Universitas Islam Negeri Alauddin Makassar academic year 2016/2017. In this research, the population is all of the students Hukum Pidana Ketatanegaraan academic year 2016/2017 Faculty of Syariah and Law who are studying English in PIBA which consist of 144 students. In taking the sample, the writer took one class by using random sampling. The sample of this research is 35 students which consist of 18 boys and 17 girls. The English learning achievement in this research refers to the students' English learning score.

Based on the aim above, the writer formulated the research correlational research. The students' affection score was obtained from the students after they filled out the questionnaire about affection. The questionnaire is consists of 8 statements or questions. For the students English learning score, the researcher got it through documentation from the English teacher. This English learning score was obtained from the students' midterm test. In the technique of analysis of data, the researcher used Pearson Product Moment.

The implication of this research are students and teachers can know the important of affection in learning process. In addition, it can be reference for next researcher related with students' affection and students' achievement in English learning.

The result from the calculation, the index value of r_{xy} is 0.0278. This number is classified into the lowest class of 0.00 – 0.20 which means the correlation between two variables is very week. Then the writer compared it with r_t of 33 a one tailed test level significance 5% (0.2826). Thus, the writer concluded that $r_{xy} < r_t$ or H_0 is accepted and H_a is rejected. In addition, it can be stated that there is no correlation between students' affection and students' achievement in English learning.

CHAPTER I

INTRODUCTION

A. Background

Cognition has been emphasized as a key variable in learning process. In addition, cognition has placed a significant position toward the success of learning process. Thus, teachers focus too much on cognition and less on affection. Affection is a positive aspect which is teacher cares, guides, protects students. It is an expression of teacher for the students. Thus, students can feel comfort, happy and desire for study. In addition, teacher-students relation occurs.

Teachers' style of expressing affection are certainly influenced by their backgrounds, beliefs, and feelings, but classroom organization and the relationships teachers have with one another help determine whether or not they actually will express affection to the children. Warmth and affection do not occur on vacuum; they occur in the context of daily routines, activities and interactions (Twardosz,2005).

Teacher is a key of students' achievement which is teacher as facilitator, motivator, guider and organizer in teaching. In addition, teacher seeks a good strategy, method for students. Teaching English as second language is not easy. Sometimes, students do not have confidence, self efficacy in the class. Thus, they do not have eagerness for study. They have lack of motivation. Therefore, teacher's role is needed.

Students are individual unique. They have different background, characteristics, weakness, strength, and level of motivation. Nevertheless, students are the main body of teaching. In addition, they are emotional. They are object in teaching as well which is they receive more stimuli in teaching.

It is known that English is an international language in the world whereas people use language to communicate. Thus, English prominent right now. English is one of foreign languages that is taught in Indonesia. It is taught in Indonesia from kindergarten until university. This subject in kindergarten and elementary level is local content. Meanwhile in junior and senior high school. English is a compulsory subject and also is examined in National Examination. In college level, English subject is a complementary subject in order to help students access references in English (Vionna Rosalina:2014).

The objective of teaching English in Indonesia school are as follows: (a) develop communicative skills in oral and written form. The skills are listening, speaking, reading and writing, (b) build the importance of learning English as one of foreign language to be main learning material, and (c) develop an understanding about interrelation between language and culture and expanded sight, so the students have cross cultural sight and involve in. (Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA di Indonesia:2003).

These communicative objectives are contrary with the practical realities. From the writer experiences, she had seen her friends at college life seemed her friends have lack of motivation. Sometimes, her friends were not enthusiasm. Thus, they were not interested.

Another writer's experience at the school. Teacher did not focus on affection in teaching. Thus, process of learning is not effective in the class. Students need encouragement to study. Therefore, they eager to learn more.

According to the facts above, the writer concluded that there was something important aspect in learning activity. It means, no matter what and how the strategies and methods are used in teaching, students' activity in learning process will be influenced by what they feel. When students were in a certain learning process, such as studying material, concentrating in a certain topics, memorizing and remembering words in English, they would be influenced by their ongoing mood. Furthermore, their performance was influenced by what they feel.

Furthermore, a good teacher need to stress on affection in teaching whereas it can create a good relation with students in the class as well and outside. In this case, student is the main of teacing and teacher's role is very needed. In addition, teacher can give motivation and stimulus for students in order to build students' positive affection in the beginning of learning process in the class.

Based on the explanation above, the researcher was interested to conduct the research entitled ***“The Correlation between Teacher's Affection and Students' Achievement in English at PIBA Universitas Islam Negeri Alauddin Makassar”***

After doing this research, the writer expected that teaching which is focus on affection has positive impact for students in learning process.

B. Problem Statement

Based on the previous background, the writer formulated the problem statement as follows:

1. What are teacher's affection at PIBA Universitas Islam Negeri Alauddin Makassar?
2. What are students' achievement in English at PIBA Universitas Islam Negeri Alauddin Makassar
3. Is there any correlation between teacher's affection and students' achievement in English at PIBA Universitas Islam Negeri Alauddin Makassar?

C. Research Objectives

Related to the problem statements above, the researcher want to know that:

1. To know the teacher's affection at PIBA Universitas Islam Negeri Alauddin Makassar
2. To know the students' achievement in English learning at PIBA Universitas Islam Negeri Alauddin Makassar
3. To know whether there is a correlation between teacher's affection and students' achievement in English learning at PIBA Universitas Islam Negeri Alauddin Makassar

D. Significance of the Research

The result of the research is expected to be a piece of useful information; it was expected to give a significant contribution in terms of theoretical and practical as follows:

1. Theoretical Significance

This research will give information that teaching which is focus on affection can build a relation between teacher and students where teacher give

them warmth, caregivers and protection. In addition, it can increase students' positive affect. Thus, learning process will be effective and successful.

2. Practical Significance

a. For students

From this research, the writer expected that students can feel comfort and happy during learning process.

b. For teacher

Through this research, hopefully, this research will be meaningful for the teachers to give more attention in teaching English language for students' which is very important in their learning activity. Thus, learning activity will be successful and their achievement as well.

E. Scope of the Research

In writing this research, the writer emphasized to students' affection and students' achievement as one of determines of second or foreign language learning achievement. Affection is positive aspect in teaching which is teachers express warmth, caregiver, protect, guide, teach and play with students. Thus, students feel comfort, safe, happy and etc.

F. Operational Definition of Terms

1. Teacher's Affection

In this research, teacher's affection is an expression of teacher to students in learning process which is teacher teaches, guides, protects, cares to students. In addition, it can build a relation between teacher and students. Thus, it has a positive impact for students. Teachers who are warm and

affectionate to show children that they like them, enjoy being with them, are having fun with them, and are pleased their efforts and accomplishments. Expression of warmth and affection are most effective in the context of an ongoing positive relationship between a child and caregiver; they also contribute to making that relationship positive and authentic.

Sometimes people think about affection primarily in terms of holding, hugging, or stroking. While touch is very important means of communicating positive feelings to children, warmth and affection also can be conveyed through facial expressions, laughter, and voice tone. Smiling is a particularly effective way of conveying positive emotion from earliest infancy and may help children appreciate other forms of teacher affection. The fact there are many different ways of expressing affection means that teachers can adjust their styles to needs, preferences, family and cultural background, temperament, and disabilities of child, as well as communicating warmth in ways that are comfortable for them.

2. Students' Achievement

Students' achievement is teachers' evaluation to know students' understanding about the subject which is done by students. Students' achievement could help teachers to know their students' problem and then find out the problem solving. This achievement appeared as the score that can be as description of their successful in learning. If the students get 65 in their test, it can be concluded that they were not really successful in learning. The score was getting through test that teachers' made or a kind of standardized

test. In this research, the achievement score can help the writer to describe how far the students' ability in English. The achievement score also came from the calculation of some test that teachers have made for their students.



CHAPTER II

LITERATURE VIEW

A. Some Previous Research Finding

Psychology is study about people's behavior in relation with their environment (Sarlito, 2009). According to Munir Yusuf, psychology and education are important relation in developing of human. Relation between psychology and education create new of science. It is called educational psychology. Thus, educational psychology focuses to observe behavior which related to educate, study, and teach. According to George J Mouly, to the extent that psychology is the science most directly concerned with the study of behavior, it must necessarily supply the major part of the scientific of foundation of educational practice. In fact, psychology can contribute to every aspect of educational practice through the clarification of the nature learner, of the learning process, and the role of the teacher.

Affection is a term of psychology. Affection is positive teacher-child relationships that is critical for children's well-being in early education setting. Expression of affection occurs as teachers and other caregivers protect, guide, communicate, teach, and play with children. They help set the tone for all the interactions, can reassure and comfort children, and may help them to relax. Teachers who are affectionate show children that they like them, enjoy being with them, are having fun with them, and are pleased with their efforts and accomplishments. Expression of affection is most effective in the context of an

ongoing positive relationship between a child and caregiver; they also contribute to making that relationship positive and authentic.

The use of love and affection given by teacher can make big changes in the life of a child as in the academic success as in her/his entire life. Cognition used to be the most important point for learning but today the combination of cognition and affection has increased the possibility of an integrative approach that is not only concern about mind, but heart too. As consequence today we can see the cognition and affection as integrative system, where the combination of both can improve the student's behavior from a comprehensive understanding of the person. Also it creates a better method for learning second language where the interaction between teacher and student is the essential (Teaching with Affection Teacher Student Relationship Education Essay).

To support this research, there are some previos findings to support this research. First, Carolina Maldonado Carreno in her research "Teaching with Affection: Characteristics and Determinant Factors of Quality in Teacher-Student Relationship in Bogoston said that the result showed that on average, the opinion of the teachers on their relationships with their students was positive and that the interactions were very close with minimal conflict or dependency".

Second, Tobias Gunas in his research "Motivation and Affective Principle in Language Learning: Implications to EFL Learners and Teachers in Flores" said that teaching and learning language are essentially interrelated with the factor of motivation and affective principle. Many researches have revealed that motivation factor and affective principle have contributed to the success of language learning.

In this case, the effect of motivation and affective principle prove to be of importance for learners in the course of language learning.

Based on the previous findings above, the writer conducted a research namely teacher's affection but different places. The writer took place in PIBA Universitas Islam Negeri Alauddin Makassar in academic year 2016/2017.

B. Some Pertinent Ideas

1). Teacher's Affection

According to Twardosz, warmth and affection are aspects of positive teacher-child relationships that are critical for children's well-being in early education settings. Expression warmth and affection occur as teachers and other caregivers protect, guide, communicate, teach and play with children. They help set the tone for all of these interactions, can reassure and comfort children, and may help them to relax. Teachers who are warm and affectionate show children that they like them, enjoy being with them, are having fun with them, and are pleased with their efforts and accomplishments.

In order to make education better adapting to social development, satisfying the requirement for improving the quality of citizens and training backup talents, we should completely change the unbalanced condition of teaching, which focuses too much on cognition and less on affection. Therefore we should pay attentions to affective factors of teaching, create new teaching pattern that optimize teaching by affection, dig out teaching potentials deeply and push education development to a new stage. Optimizing teaching by affection means to stress both cognitive and affective factors in teaching and exert positive effects of

affection so as to perfect teaching targets, improve every stage in teaching, optimize teaching effects, and actualize the comprehensive development of students (Jiamei Lu, 1999 p88-92).

1. Affective network theory

A research on psychology of affective instruction shows that there are three static affective sources in teaching namely teacher, students, and learning materials (Jiamei Lu, 2000). Among them, students are the main body of teaching. Their affection and cognition must be examined by affective teaching. Bower (1981) advanced the affective network theory which serves as the present study's basis. It mainly includes six key points: (1) Emotion is the network node, associating with network-related concept, physiological systems, events, muscle movement, and expression pattern; (2) Emotional materials are stored in semantic network in the form of propositions or assertions; (3) Thinking generates by stimulating the nodes in semantic network; (4) Both internal stimuli and external stimuli can activate the node; (5) Activation can spread from one node to the relevant node; (6) As a network is activated, reaching the threshold limit, awareness arises. According to this theory, Bower has put forward four assumptions: (1) Memory depends on mood and state (as learning matches the mood in the course of memory, the effect is best); (2) The consistency of mood: when the emotional value of learning matches individual mood, the memory and extraction effect reach the best; (3) The consistency of thinking: in theory, the individual's free recall, interpretation, thinking and judging match with the

state of mood; (4) The strength of mood: the increase in mood strength leads to the increase in activation of interconnected nodes in the network. This theory has already been confirmed by a large number of empirical studies. Interestingly, positive mood and negative mood generate different effects. The positive mood can make the individual focus on positive materials instead of negative materials. The negative mood can arouse the individual to recall the state of failure, fatigue, or similar memory, which further stops the individual from processing external stimuli.

2. Probe into the affective instruction mechanism

There are three essential elements in teaching activity namely teacher, students and teaching material. As a matter of fact, the three elements are also three basic sources for affective phenomena in teaching. As the teacher and students start to involve the teaching activity, focusing on teaching materials, these affective elements are activated. They flow back and forth between the teacher and students in the form of affective information. As a result, a dynamic network of affection exchange in teaching arises, making up a dynamic affective field. In the dynamic affective field, there are three main affection communication loops, divided into nine tributaries. There exist a communication loop, that is, along with the cognitive information transfer in teaching, the circuit reflects the relation between teacher's dominant mood and students' mood in teaching, which holds an irreplaceable position in the whole affective field.

(1)Dynamic. In teaching, both teacher and students, as information processor, are emotion-loaded person. They keep in exchanging internal or external cognitive and affective information input and output. Along with information exchange, their affection fluctuates around the dominant mood.

(2)Duality. The teacher is organizer and guider of teaching activity. His or her dominance determines the position of teacher in the communication of circuit. Meanwhile, the teacher, as a matured individual, can control the affection to a greater degree than students. In other words, in the communication process the teacher is more positive. He or she can control the communication process by many ways. Students, as the essential element in teaching activity, are also emotional. However, they are still at an immature stage. As teaching objects, they receive more stimuli in teaching, which can drive the formation and development of affection. Therefore, students as the subjects in teaching, show their subjectivity in this communication process.

(3)Openness. Both teacher and students are in open state in affection information communication. They are influenced by internal and external factors at the same time. First of all, teacher is affected by the contents of teaching materials. Secondly, the teacher is under the influences of personal cognition and affective information flow. Also, the teacher is influenced by students' feedback information.

3. Dynamic synchronization of teacher-students affection

In order to achieve the ideal state in a dynamic teaching stage, we must adopt synchronization mode. It is a circular and ascending process from

unbalance to balance, further from balance to unbalance, for teacher and students' affection. In this process, the teacher and students' affection can match with each other, stepping forward together according to the teaching program. In the following, from the basic steps in affective instruction, namely induction, edification, and adjustment (Jiamei Lu, 2006, p55-60).

(1). Induction. In the process of teaching activity, the teacher instructs stipulated teaching contents by following certain process and order, at the stipulated time and place. However, a series of "stipulated" rules make teaching activity fail to match with students' needs a certain time. Even sometimes, students' maximum need may not the need for knowledge. As a result, teaching activity is not in accordance with specific teaching contents. Especially at the very beginning of teaching, the teacher has already reached the top of level mood when preparing for the class. In contrast, students may not reach the required state for learning due to diverse kinds of internal and external elements. At this moment, the teacher-students affection does not match with each other., staying at unbalance state. Therefore, in the course of induction the teacher should guide or instruct students to focus on the subject of teaching, activating students' motives in learning. In this way, students can keep the same space with the teacher in mood and a balance state arises for the first time.

(2). Edification. When teacher-students' affection is in match through gradual induction, the affective instruction passess into the edification step. At this step, teacher can make best use of the nice balance state and dig out the

affective factors in teaching materials, pushing forward the cognitive activity, cultivating students' high emotion and moral, developing their affective intelligence, and further promoting the harmonious state of three factors including the teacher, students and teaching materials.

(3). Activation. Along with development of teaching, the enhancement of learning difficulty, and harder task, the initial learning drive is not enough to support later learning. That is, after the unfolding of induction and edification., teacher-students affective state shows unbalance again. However, the unbalance has a quality difference with the one in the course of induction. This time it reaches a higher level. During this period the teacher should give students positive acceptance and encouragement, increase their confidence and competence, and activate them to study further. As a result, the mood of teacher and students reaches a new level, where teaching continues to develop in a harmonious tone.

(4). Adjustment. In teaching activity, students may face various affective experiences. The adjustment factor in affective instruction mode is to place students' affective state in pleasure all the time. In other words, students' dominating mood is in a pleasant and interesting state. The factor of adjustment is to help students' affection stay a study-favorable state in the whole learning process. It is the key factor for teacher-students affective synchronization. And the whole synchronization depends on the factor. Through many times of mutual adjustments, the teacher-students affection develops from unbalance through balance to unbalance, then reaches the

balance at a higher level. The teacher-students affection keeps in achieving synchronization, stepping in the best affective state gradually, realizing the ideal harmonious pattern.

4. Implication of the dynamic synchronization of teacher-students' affection

(1). Promote the realization of affective instruction goal

Chinese scholar Jiamei Lu makes exploration from two aspects, the psychological theory of affective instruction and the students' affective development in teaching. He concludes three dimensions for the affective goals of class teaching: the degree of pleasant affection, the degree of edified affection, and the degree of harmonious affection (Jiamei Lu, 2007, p1453-1456; Jiaji Zhou, Haigen Gu & Jiamei Lu, 2002, p676-679).

Firstly, the synchronization of teacher-students affection can benefit the improvement of students' pleasant affection, students' interest in learning. As the guider of affective synchronization, the teacher can induct students' interest in learning by organizing learning materials, activating students' motives in learning, making students' be involved in pleasant learning state. Also, teacher can exert the influences on students, driving students into the better learning state. Secondly, once the teacher and students enter the affective matching stage, the teacher can use the synchronization to adjust students' learning state, motivate students properly, and maintain students' state at better level. Integrating with teaching contents, students will possess more chances to experience and express affection, obtaining rich affective experiences. Finally, the dynamic

synchronization of teacher-students affection can improve the teacher-students relations.

(2). Improve the overall teaching effect

The process of affective synchronization needs the involvement of the teacher and students. It is interactive process between the teacher and students. In this process, the teacher and students recombine the affection and deepen the mutual understanding. Here, the teacher is the provider knowledge. And he or she is also the exchanger and sharer concerning the teaching subjects, opinions, thoughts, and affection. In contrast, students are not only the receivers of knowledge, but also the constructors of teaching themes. They dedicate themselves to feeling problems, the facts, the affection, and the values in teaching stages. Meanwhile, students convey their thoughts in details, participating into the teaching activity. By this way, teaching actualizes its general effect. Therefore, the teacher-students affective synchronization is a process of sharing knowledge, spirits, wisdom, and meanings.

(3). Achieve the harmonious development of students' body and mind

The teacher-students affective synchronization can exert the organizational and healthy function of affection to a great degree. In the teaching process, students' affection always fluctuates around the dominant mood of teaching, but does not stray away. The state is easy to stimulate the teaching-related positive memory and experience instead of past negative experiences, decrease the threat over students, and make students be involved

in a safe and comfortable environment. Thus, students will have more chances to explore their selves, and organize their knowledge, physical experiences, and memories together so as to form harmonious self and implement the organizational function of affection. Moreover, the affective synchronization process satisfies students' need for knowledge, improves their senses of belonging, give students positive experiences, drives the brains to secrete neural hormones, enhance body immunity, and finally benefits body health. Therefore, the teacher-students affection matches each other by continuous adjustment, which has irreplaceable effects on the harmonious development of students' body and mind.

Affection is individu behavior which from soul vibration that will be showed by feeling or emotion and manifested by behavior in environment interaction (Mohamad Surya:2013, 70).

2). Variables of Affection

According to James Popham and Rick Stiggins there are four of variables of affection related with assessment for learning as follows:

1. Clarity of Learning Targets

Clarity learning targets involving knowledge, reasoning, skills products and effects. Learning targets need to be stated in behavioral terms or terms which denote something which can be observed through the behavior of students (Cielo Cruz, 2011).

2. Academic Efficacy

Academic efficacy refers to students' perceived ability to succeed and the students' sense of control over their academic well being. If an AFL (Assessment for Learning) class is working the way it should, most students receive instructional that coincide well with their current achievement levels. As a consequence, those students are apt to be successful of learning what they are supposed to learn so that ongoing assessments will provide them with evidence of their success (Rick Stiggins, James Popham: 1).

3. Eagerness to Learn

Teachers would like students not only to believe they are capable of learning (as represented by students' academic efficacy) but teachers would also like students to want to learn. Ideally, if AFL (Assessment for Learning) is working the way it is supposed to work, students' eagerness to learn will remain high or will increase over time (Rick Stiggins, James Popham: 1).

4. Progress Monitoring Information

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction, progress monitoring can be implemented by individual students or an entire class (Thomas Jefferson:1).

3). English Learning Achievement

a. Learning

Each scientist has their own theory about what is learning. Kimble said that learning is a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice (B.R. Hergenhahn and Mathew H.

Olson:2010). That means learning has a change in behavioral and needed reinforcement to reinforce it.

Ibid in Vionna Rosalina (2004) nowadays that theory also has a meaning that learning is a change in behavior or potential behavior of relatively permanent that comes from experience and cannot be attributed to temporary body states as a condition caused by illness, fatigue or drugs. In this theory, learning still need an experience but it leaves to the theoriest itself what kind of that experience. The experience may be as the correlation stimulus and response, reinforcement and others.

Schunk defined the learning involves acquiring and modifying knowledge, skill, strategies, belief, attitudes and behaviors. It means that learning is not only getting knowledge but also modifying the knowledge itself and ellaborates it into skills, attitudes and so on. Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or others forms of experience. So learning is the process that involves not only the practice but also other from of experience. It is described by Schunk as follows:

Three criteria of learning:

- a. Learning involves change: in behavior or in the capacity for behavior. People learn when they become capable of doing something differently.
- b. Learning endures over time
- c. Learning occurs through experience

It means the learning is not a simple of process. Learning has to make the changing in the person. Learning must take the learner being able to do what they have learned. Learning needs time to make the successful learning can be achieved.

The writer concluded that the learning have to be able to make the learners have their new experiences, knowledge. These new parts of learning also have to be modified by the learner. The modifying means that the learners are able to apply their knowledge in any condition because they are really understand it.

b. Achievement

To see how far the students have learned in their learning, the teacher can see it through their achievement test. An achievement test is intended to measure what the student has learned or what skills the student has mastered.

It makes the writer concluded that the achievement is the way to measure the students' knowledge or their progress in learning. Using achievement test, the teachers get the evidence of students' progress result from their class that they have taught. Based on theories above, the writer concluded that achievement is accumulative result of learning process. In achievement, the teachers or the students themselves can see how far their learning process that they did.

4. The Importance of Expressing Affection to Students

According to Twardozs, there are five importances of affection to students as follows:

1. Studies show that expressing affection contributes to and supports students' social and emotional development
2. Affection can provide the foundation for secure relationship between teachers and students in their care
3. Affectionate responses from teachers also provide a model for students of positive, gentle behavior, which will result in more positive student to student interaction.
4. Sign of affection are especially important for some students who may need additional support to feel include in the classroom community, such as students with disabilities and students who are withdrawn.
5. Affection gesture from teachers will send these messages to students: I enjoy being with you, I'm having fun with you, I'm excited by your efforts and accomplishments

5. Factors That Affect Students' Academic Achievement

1). Internal Factor

a. Physiology Factor

Physiology factor is related with individual's body condition. Good condition of body can extend postive influence for individual's process activity.

b. Psychological Factor

Psychological factor is individual's psychological condition which can influence learning process. There are several main factors of psychological which can influence learning process as follows:

1. Students Intelligence

Intelligence is prominent of psychological factor in students' learning process.

2. Motivation

Motivation is one of the factors psychological which influence effectiveness of students' learning activity. Motivation as effect of necessity, eagerness toward intensity and aim of people behavior. There are two kinds of motivation as follows:

a. Intrinsic Motivation

Intrinsic motivation is motivation which emerge from individu itself and extend encouragement to do something.

b. Extrinsic Motivation

Extrinsic motivation is motivation which emerge from individu outside but extend effect toward students' desire to study. There are several factors of extrinsic motivation as follows:

a. Interest

Interest means eagerness to do something. Furthermore, interest is prominent toward students' achievement. When students do not have interest in learning process, they are not enthusiastic to study. Thus, it has an impact for their achievement.

b. Attitude/Behavior

Students' attitude in learning process can be influenced by students' feeling like as happy and unhappy. There are several triggers of students'

attitude in learning activity in the class namely teachers' performance, materials, environment and so on.

c. Aptitude

As general, aptitude is defined as person's potential capability to reach progress in the future (Syah, 2003). Thus, aptitude is students' capability which becomes component in learning process whereas students' aptitude can support their achievement in learning activity.

d. Confidence

It is known that achievement as step of proof. When the students are success in a certain learning, they will acquire proof from their teacher or their classmate. Thus, students' aptitude are very strong.

2). External Factor

According to Syah, there are three external factors which has effect for students' achievement in learning process. They are:

1. Social Environment

a. Family Social Environment

Family social environment is very important toward learning activity. Students' harmoniuos relation with their parents have good impact for their learning activity.

b. School Social Environment

Teachers and classmates are triggers to students' learning process in the class. Harmonious relation between students with teachers and classmates have good impact in learning process.

c. Society Social Environment

Condition of society environment will effect students' learning activity where there are many unemployments, dirty environment and so on (Fajar Mallajareng:2013).

C. *Theoretical Framework*

As mentioned before, teaching with focus on affection is very important in learning process. Thus, teacher as guider and motivator for students can build a relation with students whereas students as main of teaching. In addition, affection in teaching activity can be one of factors students' achievement in learning.

Achievement can be as a description for the students and also about how their learning process work. Thus, the achievement in learning can be seen in form of learning score. If the students have great score, it means the learning process is successful achieved by students and teachers.

Therefore, based on explanation before affection is a positive aspect for teacher and students which is very important for language learning process.

D. *Hypothesis*

A temporary answer to the problems of research, until proven by the data collected (Arikunto, 2013:110). Based on the literature view, the writer tried to determine the hypothesis of the research. The hypothesis of this research was formulated as follows:

1. Null Hypothesis (H_0) : there is no correlation between teacher's affection and students' achievement

2. Alternative Hypothesis (H_a) : there is correlation between teacher's affection and students' achievement



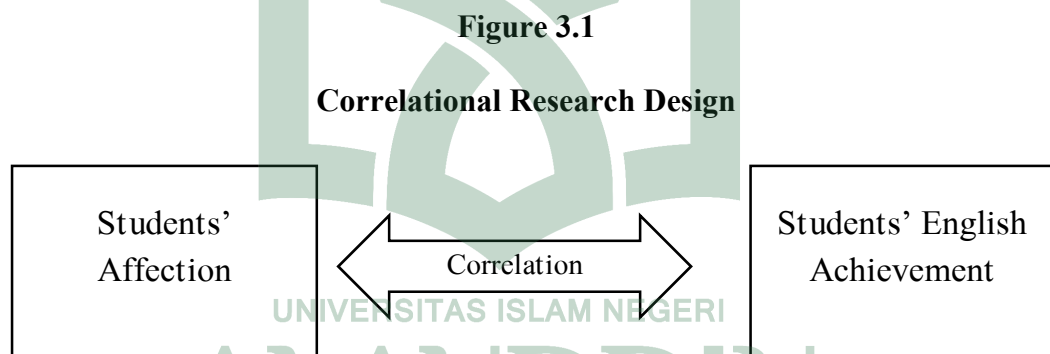
CHAPTER III

RESEARCH METHODOLOGY

A. *Research Method*

1. Research Design

In this research, the researcher use a descriptive correlation research. According to Gay in Nurul Hidayah (2016: 23) correlational research is research study that involves collecting data in order to determine whether and to what degree a relationship exist between two or more quantifiable variables.



2. Profil of PIBA

PIBA (Program Intensif Bahasa Asing) is one of program in State Islamic University Alauddin Makassar which consist of two subjects. They are English and Arabic. It was called PIKIH. This program is compulsory for new students in the first year. New students will study English and Arabic for one year or they study in the first and second semesters in PIBA.

Teachers of PIBA are called *tentor*. These teachers are new scholars. They use various of methods and strategies in teaching English and Arabic. Students occasionally study in the auditorium, mosque, CBP (Character Building Program), and park.

Moreover, nowadays there is PIBA dormitory which is located in university, behind Tarbiyah and Teaching Science Faculty. PIBA dormitory was used in 2012 for new students. There are many activities in PIBA dormitory such as study English and Arabic every night, read holy Al-Quran, speech, memorizing Al-Quran, memorizing vocabularies. In addition, teachers provide competition for students such as speech English, Arabic and so on.

3. Research Setting

This research lasted for more than two weeks, started on November 17th until 27th 2016. The researcher took PIBA UIN Alauddin Makassar as place for this research which is located in H. Yasin Limpo street No. 36 Samata-Gowa.

4. Research Variable

Research variable is an attitude or trait or value of the object or activities that have a certain variation applied by writer to learn and then drawn conclusions (Sugiyono, 2012:59). In this research which was measured correlation between students' affection and students' achievement in English learning had two variables. Those variables are:

1. Independent Variable

Independent variable is a variable that affects the cause changes or the emergence of the dependent variable (dependent) (Sugiyono, 2012:59). The independent variable of this research is student's affection (x).

2. Dependent Variable

Dependent variable was a variable that is affected or which become due because of the independent variable (independent) (Sugiyono, 2012:59). The dependent variable of this research is students' achievement (y). Therefore, the researcher is going to investigate and prove that, the first variable (x) contributes the second one (y).

B. Population and Sample

a. Population

Population is all member of research subjects (Arikunto, 2013:130). Population is all individuals from whom the data are collected. Population of this research were all the students of Hukum Pidana Ketatanegaraan in Faculty of Syariah and Law which consist of 144 students academic year 2016/2017.

b. Sample

Sample is a part of the population which is investigated (Arikunto, 2013:130). If the research subject less than 100 is better to take all of it. So, it is regarded as population research. But if the research subject more than 100, the researcher can take 10-15% or 20-25% or more from the population (Arikunto, 2013:134). This research, the researcher used simple random

sampling. Simple random sampling is all populations have same chance to be sample in the research. Thus, the writer chose one class to be sample in this research (Sugiyono:120). The sample of this research was Hukum Pidana Ketatanegaraan class which consist of 35 students. There were 18 boys and 17 girls.

C. Research Instrument

Instrument is a device when the researcher does a research in applying any method (Arikunto, 2013; 192).

1. Questionnaire

Questionnaire is some written questions which use in obtaining information from the respondents such as report about their personal, or anything which they know (Arikunto, 2013:194). The writer applied these questionnaires in order to know what the students' affection were.

The kind of questionnaire is close questionnaire. The close questionnaire is questions which the alternative of answer that writer will give to students and then the students only choose it.

This research instrument had made by using Likert Scale where the students choose the answer of statements that available on paper based on their experienced since study about English in the class. They were consisted of five choices, they are; (a) SA= Strongly Agree, (b) A= Agree, (c) U= Uncertain, (d) D= Disagree, (e) SD= Strongly Disagree. In this questionnaire, it is consisted of two statement categories, those are positive category and negative category. The researcher inverted the answer category to keep

appropriateness of the research. For the positive and negative statements, giving score as follow:

Table 3.1

Answer score to every question

No.	Answer Choice	Answer Score	
		Positive	Negative
1.	Strongly Agree	5	1
2.	Agree	4	2
3.	Uncertain	3	3
4.	Disagree	2	4
5.	Strongly Disagree	1	5

Assessment of students' affection

The writer extended score into every single of the respondent to obtain the quantitative data. This research, the writer used Likert Scale. The answer modification was SA=5, A=4, U=3, D=2, and SD=1 to positive questions and SA=1, A=2, U=3, D=4, and SD=5 to negative questions. After obtaining the data from the students, then the answer was convert from SA=Strongly Agree to ST= *Sangat Tinggi*, A= Agree to T= *Tinggi*, U= Uncertain to S= *Sedang*, D= Disagree to R= *Rendah*, and SD= Strongly Disagree to SR= *Sangat Rendah*.

Table 3.2**The Indicators of Instrument**

Variable	Indicator	Items Number
Clarity of learning targets	Aware of the target in learning	1, 5
Eagerness to learn	Willing to learn more new things	4, 6
Academic efficacy	To overcome difficulties	2, 7
Progress monitoring information	Willing to achieve	3, 8

(Rick Stiggins:2007)

2. Documentation

Documentation is a pass of history note. Documentation has the shape of writing, drawing, or work of monumental from somebody. Writing documentation like as diary, life story, biography story, rule, wisdom. Drawing documentation like as picture, statue, film and so on (Sugiyono, 2015:329). To know students' score in English, the writer used midterm score as documentation. The data was collected from the English teacher. The detail score can be seen in the appendix (see Appendix III).

D. Data Collection Procedure

In this research, the writer carried out two kinds of instrument to collect the data. They were questionnaire and documentation.

The writer distributed the questionnaire about students' affection with totaling 8 questions or statements where the students chose the answer of statements that available on paper. The questionnaire used Likert Scale which was score between 1 till 5. The writer used documentation to take students' score in English from their English teacher after that the writer took students' picture while did the questionnaire. After answering the questionnaire, the writer took the questionnaire back.

E. Technique of Data Analysis

After getting data from students' score in the questionnaire, the writer needed to analyze the data and correlate between questionnaire result and students' English learning scores.

1. Scoring the questionnaire data

After the questionnaire were obtained, the questionnaire was analyzed by scoring it. The students' affection questionnaire consist of 8 questions or statements.

To simplify the questionnaire data, the scores were grouped by using the steps suggested by Susetyo (2010: 20-21) :

a) Determining range of the data (R)

$$(R) = \text{highest score} - \text{lowest score}$$

b) Determining the number of interval classes (k)

$$\begin{aligned}(k) &= 1 + 3.3 \log n & (n = \text{total data} = 30) \\(k) &= 1 + 3.3 \log 30\end{aligned}$$

c) Determining the length of interval classes (i)

= --

d) Creating the grouped data distribution table (see Appendix IV).

2. Scoring Students' English Achievement

The score of students' achievement can be calculated by using this followed formula:

$$= \frac{\text{---}}{\text{---}} 100\%$$

To simplify the questionnaire data, the scores were grouped by using the steps suggested by Susetyo (2010: 20-21) :

a) Determining range of the data (R)

$$(R) = \text{highest score} - \text{lowest score}$$

b) Determining the number of interval classes (k)

$$\begin{aligned}(k) &= 1 + 3.3 \log n & (n = \text{total data} = 30) \\(k) &= 1 + 3.3 \log 30\end{aligned}$$

c) Determining the length of interval classes (i)

= --

d) Creating the grouped data distribution table (see Appendix V).

e) Mean score formula

To know the mean score of all students, the researcher used formula as follows:

$$= \frac{\Sigma}{N}$$

Where

M_x = Mean score
 Σ = the sum of all scores
 N = the total number of subject

After the scores from questionnaire and the scores from English achievement were obtained, the researcher used Product Moment Correlation statistical procedure with the formula as follow:

$$r_{xy} = \frac{N \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N \Sigma x^2 - (\Sigma x)^2\} \{N \Sigma y^2 - (\Sigma y)^2\}}}$$

r_{xy} = the correlation coefficient between variables X and Y

Σxy = the values for XY variable

Σx^2 = the values for X squared

Σy^2 = the values for Y squared

$(\Sigma x)^2$ = the values for X and then squared

$(\Sigma y)^2$ = the values for Y and then squared

With that formula, the writer got r coefficient that can be describe the correlation between X variable and Y variable, as below:

Table 3.3**Interpretation of Correlation**

r_{xy}	Interpretation
0.00 – 0.20	The correlation between X variable and Y variable is very week or can be told there is no correlation between the variables
0.20 – 0.40	There is week correlation between X variable and Y variable
0.40 – 0.70	There is enough correlation between X variable and Y variable
0.70 – 0.90	There is strong correlation between X variable and Y variable
0.90 – 1.00	There is very strong correlation between X variable and variable

(Iqbal Hasan,2009:44)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

As mentioned before in previous chapter, the writer conducted the research using questionnaire in PIBA HPK (Hukum Pidana Ketatanegaraan) class for getting their affection scores. This class consists of 35 students which there are 18 boys and 17 girls. The writer took students' affection score on November 2016.

In English score, the writer got it from the English teacher of PIBA. The score was taken from the midterm test that was conducted on November 2016.

At last, the writer analyzed the data to know the correlation between students' affection and students' English achievement with formula of Pearson Product Moment.

A. Finding

The finding of this research deals with students' affection, students' English achievement, analysis data and hypothesis testing. The findings are described as follows:

1. Students' Affection Score

Students' affection score as X variable (independent variable) in this research which consist of 8 questions or statements. To get the score, the writer conducted her research through questionnaire in PIBA HPK (Hukum Pidana Ketatanegaraan) 7.8 class as the sample. The finding showed that the total score was 926. The average of the score was 26.46. In addition, the table below showed that the highest score of students' affection was 32 and the

lowest score was 22. From 35 respondents, there were two respondents got highest score and there were two got lowest score as well (see Appendix II).

To simplify the questionnaire data, the scores were grouped by using the steps suggested by Susetyo (2010, 20-21).

- a. Determining range of the data (R)

$$(R) = \text{highest score} - \text{lowest score}$$

$$= 32 - 22$$

$$= 10$$

- b. Determining the number of interval classes (k)

$$(K) = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 35$$

$$= 1 + 3,3 \times 1.54$$

$$= 1 + 5$$

$$= 6$$

- c. Determining the length interval classes (i)

$$= \frac{10}{6}$$

$$= 1.67 \approx 2$$

Table 4.1**The Grouped Distribution of Questionnaire Score**

Score			Frequency
22	-	23	4
24	-	25	12
26	-	27	8
28	-	29	3
30	-	31	5
32	-	33	3
Total			35

2. Students' English Achievement Score

Students' English achievement as Y variable (dependent variable), students' English achievement took from midterm test. The writer got the data from students' English teacher. The finding showed that the total score of students' achievement was 2780. The average was 79,43. In addition, the highest score was 90 and the lowest score 65. There were 15 respondents got highest score and there were 9 respondents got lowest score (see Appendix III).

To simplify the English achievement data, the score were grouped by using the steps suggested by Susetyo (2010, 20-21).

a. Determining range of the data (R)

$$(R) = \text{highest score} - \text{lowest score}$$

$$= 90 - 65$$

$$= 25$$

b. Determining the number of interval classes (k)

$$\begin{aligned}
 (K) &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 35 \\
 &= 1 + 3,3 \times 1.54 \\
 &= 1 + 5 \\
 &= 6
 \end{aligned}$$

c. Determining the length interval classes (i)

$$\begin{aligned}
 &= \frac{25}{6} \\
 &= 4.14 = 4
 \end{aligned}$$

Table 4.2

The Grouped Distribution of English Achievement Score

Score			Frequency
65	-	68	9
69	-	72	0
73	-	76	5
77	-	80	3
81	-	84	0
85	-	88	3
89	-	92	15
Total			35

3. Analysis Data

To know the correlation between students' affection and students' English achievement in this research, the writer used statistical method where the writer analyzed the data by using Pearson Product Moment formula.

Variable X was used to represent the score of students' affection and variable Y was used to represent the score of students' English achievement. Then the hypothesis will be tested by using Pearson Product Moment coefficient correlation.

In order to find the correlation coefficient, the questionnaire score of students' affection (variable x) and students' English achievement score (variable Y) were calculated by using Product Moment correlation statistical procedure. The formula as follow:

$$r_{xy} = \frac{\sum xy - (\sum x)(\sum y)}{[\sum x^2 - (\sum x)^2][\sum y^2 - (\sum y)^2]}$$

$$= \frac{35.73580 - (926)(\sum y)}{[35.24808 - (926)^2][35.224350 - (2780)^2]}$$

$$= \frac{2575300 - 2574280}{[868280 - 857476][7852250 - 7728400]}$$

$$r_{xy} = \frac{\dots}{\sqrt{\dots}}$$

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

$$r_{xy} = 0,02788431 = 0,0278$$

From the calculation, the index value of correlation coefficient was found to be 0.0278. According to the table of correlation interpretation (see table 3.3), this number is classified into the lowest class of 0.00-0.20 which means that the correlation between variable X and variable Y is very week.

4. Hypothesis Testing

To test the hypothesis, the correlation coefficient from the calculation (r_{xy}) will be compared to correlation coefficient from Product Moment table (r_t). H_0 or null hypothesis will be accepted if $r_{xy} < r_t$ and rejected if $r_{xy} > r_t$. To find r_t of the degrees of freedom must be determine first:

$$d_f = N - nr$$

$$d_f = 35 - 2$$

$$d_f = 33$$

After looking at the table (see Apeendix VII), the r_t a one tailed test in the level of significance 5% and d_f of 33 was found to be 0.2826. The index value of r_{xy} (0.0278) is smaller than the index value of r_t (0.2826) which means null hypothesis is accepted and alternative hypothesis is rejected. Thus, the writer concluded that there is no correlation between students' affection and students' English achievement.

Considering high or low significant correlation between those variables should be consulted to the interpretation table of significant level as below:

Table 4.3
Interpretation of Correlation

r_{xy}	Interpretation
0.00 – 0.20	The correlation between X variable and Y variable is very week or can be told there is no correlation between the variables
0.20 – 0.40	There is week correlation between X variable and Y variable
0.40 – 0.70	There is enough correlation between X variable and Y variable
0.70 – 0.90	There is strong correlation between X variable and Y variable
0.90 – 1.00	There is very strong correlation between X variable and Y variable

(Iqbal Hasan,2009:44)

The correlation coefficient obtained the formula of Pearson Product Moment was 0.0278. After it was consulted to the interpretation of correlation, the score was in interval 0.00 up to 0.20. It means that the significance correlation of this research is very week or can be told there is no correlation between those variables.

B. Discussion

The aim of this research is to know that affection is a positive aspect in teaching. Affection is a expression of teacher to students which is teacher cares, protects, guides students . In addition it can create a relation between teacher and students. To know that affection has an important role toward students' activity and their performance in learning process.

To know the correlation between students' affection and students' English achievement, the writer used close questionnaire which consist 8 questions or statements and took students' English score as instrument.

There are several factors which can influence students' achievement. Nevertheless, the writer emphasized on affection in this research. In this research, the writer found the index value of r_{xy} is 0.0278. This number was in interval 0.00-0.20 which means the correlation between variable X and variable Y is very weak but it can be stated that affection has correlation in students' achievement. Nevertheless, the writer has compared it with r_t of 33 at a one tailed test level significance 5% (0.2826). It means that H_0 is accepted and H_a is rejected. Thus, the writer concluded that there is no correlation between students' affection and students' achievement in English learning at PIBA UIN Alauddin Makassar 2016/2017 academic year.

Based on the result above, affection is one of factors that can influence students' achievement but there are other factors as well. It was supported by Christantie dan Hartanti (1997), students achievement can be influenced by two factors namely internal factor and external factor. Internal factor is a factor which source from students himself that influence students' achievement including intelligence, interest, motivation, talent, attitude/behavior and physics. External factor is factor which source from students' outside including school, environment, family and condition or situation. Student will get high score if all those factors are more attended. Moreover, student will get low score if all those factors are not attended. In addition, it was supported as well by Suh et al (2010) that prior knowledge, motivation for learning and network speed are factors effecting achievement in English learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As mentioned before in the previous of chapter, affection is one of factors that can influence students' achievement. Affection can influence students' activity and their performance in the class. Every student has diverse of affection. In addition, their mood, feeling and emotion always change every time. Thus, teachers need to know about it.

Based on the description of the data in the previous of chapter that has been calculated, the index value of r_{xy} is 0.0278. This number is classified into the lowest class of 0.00-0.20 which means the correlation between two variables are very weak. Nevertheless, it can be still stated that affection has correlation in students' achievement because the result is not negative (-). After the index value of r_{xy} has compared it with r_t of 33 a one tailed test level significance 5% (0.2826) showed that H_0 is accepted and H_a is rejected.

Based on the result, the writer concluded that affection is one the factors students' achievement but there are other factors that can influence students' achievement as well including intelligence, prior knowledge, attendance list, motivation and task.

B. Suggestion

Based on the conclusion above that there is no correlation between students' affection and students' achievement in English. The researcher would like to suggest the following points:

1. The writer will give suggestion for students that affection has an important role in teaching. It has an impact for their learning activity in the class.
2. In addition, the writer will give suggestion for teacher to extend more attention on affection in teaching.



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APPENDICES



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Appendix I

ANGKET PENILAIAN AFEKSI GURU TERHADAP SISWA

1. Data Responden

Instruksi menjawab angket:

- a. Jawab setiap pernyataan yang tersedia dengan memberikan tanda ceklis
- b. Setiap pernyataan harus dijawab
- c. Setiap satu pernyataan harus diisi dengan satu jawaban saja

2. Biodata Responden

1. Nama :

2. Umur :

3. Jenis kelamin :

() Laki-laki () Perempuan

No.	Pernyataan	Sangat Setuju	Setuju	Ragu-ragu	Tidak Setuju	Sangat Tidak Setuju
1	Biasanya saya tahu dengan baik apa yang seharusnya saya pelajari dikelas ini	5	4	3	2	1

2	Apabila saya diminta untuk mempelajari sesuatu hal yang baru, meskipun itu sulit saya tahu bahwa saya dapat mengerjakannya	5	4	3	2	1
3	Saya sering tidak tahu jika saya cepat menerima materi dari yang seharusnya saya raih dalam kelas ini	1	2	3	4	5
4	Saya sangat senang belajar hal baru dikelas ini	5	4	3	2	1
5	Seringkali, saya tidak tahu jika saya melakukan peningkatan dengan semestinya dikelas ini	1	2	3	4	5

6	Sering sekali saya tidak ingin mencari pelajaran atau materi baru dikelas ini	1	2	3	4	5
7	Meskipun dengan banyak bantuan, saya kira saya akan mendapatkan masalah dalam mempelajari hal baru di kelas ini	1	2	3	4	5
8.	Di dalam kelas ini saya mendapatkan banyak informasi sehingga saya dapat menjaga kemajuan nilai akademik saya	5	4	3	2	1

Terima kasih atas partisipasinya

Appendix II

Nama	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Total
Nur Arafah P. Tadda	5	5	2	4	1	4	5	4	30
Nata Haryanto	4	4	2	4	2	2	2	4	24
Ilham	4	5	2	5	2	3	4	4	29
Rahmaniar	4	5	2	5	3	2	1	5	27
Ryan Rahman	4	2	2	5	2	2	1	4	22
A. Tri Faradillah	4	5	2	5	2	1	2	5	26
A. Nadya	3	3	3	3	3	3	3	3	24
Hairil Akbar	4	4	3	4	3	2	2	4	26
Hermantino	3	4	2	4	2	4	2	4	25
Firman Anugrah	5	5	2	5	1	3	2	5	28
Mahfud	4	3	2	3	2	2	1	5	22
A. Nur Riqqah	4	5	2	5	3	4	4	5	32
A. Triadi Wahyudi	4	2	2	5	2	2	1	4	22
Ayu Qonitah	3	4	2	4	2	2	2	4	23
Mardiana	5	4	1	4	1	2	2	5	24

Adriansyah	4	3	1	5	4	2	1	4	24
Nursalam Aziz	4	4	3	5	2	4	4	4	30
Burhanuddin	4	5	2	5	1	2	2	4	25
Essi Ramadanti	4	5	2	5	4	4	2	5	31
Firda Ayu	4	4	2	5	3	4	4	5	31
Saiful	4	4	2	4	2	2	2	4	24
Muh. Aqil	4	3	2	5	1	3	2	4	24
Sarni	4	5	3	5	3	3	4	5	32
Nurul Hairat	4	4	2	5	2	1	2	5	25
Alda Muchtar	5	3	2	5	2	2	4	3	26
A. Hastriana	4	5	1	4	3	2	1	4	24
Andi Aslisa	4	4	2	5	2	2	2	5	26
Rachmat	4	4	3	5	2	4	4	4	30
Neni Nugraini	4	4	3	5	2	2	4	3	27
A.Khaerul Ikhsan	4	5	2	5	1	3	1	4	25
A. Dirga Ardana	4	4	2	4	2	3	4	2	25
Hariadi Cakti	4	4	2	4	1	4	4	3	26

Muh. Chaerul	4	2	4	5	2	4	3	4	28
Mutmainna	4	5	2	5	2	2	2	5	27
Nur Oktaviani	3	4	2	5	3	4	4	5	32



Appendix III

NO	NAMA	JURUSAN	NILAI MID
1	Nur Arafah P. Tadda	HPK	90
2	Nata Haryanto	HPK	65
3	Ilham	HPK	75
4	Rahmaniar	HPK	90
5	Ryan Rahman	HPK	75
6	A. Tri Faradillah	HPK	75
7	A. Nadya	HPK	90
8	Hairil Akbar	HPK	80
9	Hermantino	HPK	80
10	Firman Anugrah	HPK	90
11	Mahfud	HPK	65
12	A. Nur Riqqah	HPK	90
13	A. Triadi Wahyudi	HPK	90
14	Ayu Qonitah	HPK	90
15	Mardiana	HPK	90
16	Adriansyah	HPK	75
17	Nursalam Aziz	HPK	65
18	Burhanuddin	HPK	65
19	Essi Ramadanti	HPK	85

20	Firda Ayu	HPK	80
21	Saiful	HPK	65
22	Muh. Aqil	HPK	65
23	Sarni	HPK	65
24	Nurul Hairat	HPK	85
25	Alda Muchtar	HPK	80
26	A. Hastriana	HPK	90
27	Andi Aslisa	HPK	85
28	Rachmat	HPK	75
29	Neni Nugraini	HPK	65
30	A.Khaerul Ikhsan	HPK	90
31	A. Dirga Ardana	HPK	90
32	Hariadi Cakti	HPK	90
33	Muh. Chaerul	HPK	65
34	Mutmainna	HPK	75
35	Nur Oktaviani	HPK	90

Appendix IV

The Affection Score (X)

Respondent	Score
1	30
2	24
3	29
4	27
5	22
6	26
7	24
8	26
9	25
10	28
11	22
12	32
13	22
14	23
15	24
16	24
17	30
18	25
19	31
20	31
21	24
22	24
23	32
24	25
25	26
26	24
27	26

28	30
29	27
30	25
31	25
32	26
33	28
34	27
35	32
Total	926
Average	26,46
Max	32
Min	22

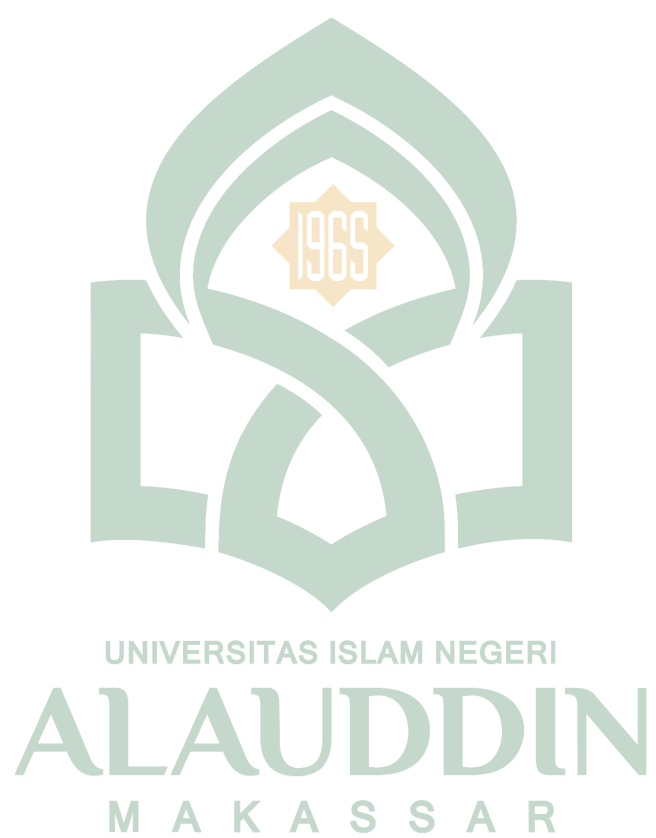


Appendix V

English Achievement Score (Y)

Respondent	Listening Score
1	90
2	65
3	75
4	90
5	90
6	75
7	90
8	80
9	80
10	90
11	65
12	90
13	90
14	90
15	90
16	75
17	65
18	65
19	85
20	90
21	65
22	65
23	65
24	85
25	80
26	90
27	85
28	75
29	65
30	90
31	90
32	90
33	65
34	75

35	90
Total	2780
Average	79.43
Max	90
Min	65



Appendix VI

The correlation between Two Variables

Respondent	X	Y	XY	X ²	Y ²
1	30	90	2700	900	8100
2	24	65	1560	576	4225
3	29	75	2175	841	5625
4	27	90	2430	729	8100
5	22	75	1650	484	5625
6	26	75	1950	676	5625
7	24	90	2160	576	8100
8	26	80	2080	676	6400
9	25	80	2000	625	6400
10	28	90	2520	784	8100
11	22	65	1430	484	4225
12	32	90	2880	1024	8100
13	22	90	1980	484	8100
14	23	90	2070	529	8100
15	24	90	2160	576	8100
16	24	75	1800	576	5625
17	30	65	1950	900	4225
18	25	65	1625	625	4225
19	31	85	2635	961	7225
20	31	80	2480	961	6400
21	24	65	1560	576	4225
22	24	65	1560	576	4225
23	32	65	2080	1024	4225
24	25	85	2125	625	7225
25	26	80	2080	676	6400
26	24	90	2160	576	8100
27	26	85	2210	676	7225
28	30	75	2250	900	5625
29	27	65	1755	729	4225
30	25	90	2250	625	8100
31	25	90	2250	625	8100
32	26	90	2340	676	8100
33	28	65	1820	784	4225
34	27	75	2025	729	5625
35	32	90	2880	1024	8100
Σ	926	2780	73580	24808	224350

Appendix VII

Pearson Product Moment Table
Level of Significance for a One-Tailed Test

df	0.05	0.025	0.01	0.005	0.0005
1	0.988	0.997	0.9995	0.9999	0.99999
2	0.9	0.95	0.98	0.99	0.999
3	0.805	0.878	0.934	0.959	0.991
4	0.729	0.811	0.882	0.917	0.974
5	0.669	0.755	0.833	0.875	0.951
6	0.621	0.707	0.789	0.834	0.925
7	0.582	0.666	0.75	0.798	0.898
8	0.549	0.632	0.715	0.765	0.872
9	0.521	0.602	0.685	0.735	0.847
10	0.497	0.576	0.658	0.708	0.823
11	0.476	0.553	0.634	0.684	0.801
12	0.457	0.532	0.612	0.661	0.78
13	0.441	0.514	0.592	0.641	0.76
14	0.426	0.497	0.574	0.623	0.742
15	0.412	0.482	0.558	0.606	0.725
16	0.4	0.468	0.542	0.59	0.708
17	0.389	0.456	0.529	0.575	0.693
18	0.378	0.444	0.515	0.561	0.679
19	0.369	0.433	0.503	0.549	0.665
20	0.36	0.423	0.492	0.537	0.652
21	0.352	0.413	0.482	0.526	0.64
22	0.344	0.404	0.472	0.515	0.629
23	0.337	0.396	0.462	0.505	0.618
24	0.33	0.388	0.453	0.496	0.607
25	0.323	0.381	0.445	0.487	0.597
26	0.317	0.374	0.437	0.479	0.588
27	0.311	0.367	0.43	0.471	0.579
28	0.306	0.361	0.423	0.463	0.57
29	0.301	0.355	0.416	0.456	0.562
30	0.296	0.349	0.409	0.449	0.554
33	0.2826	0.3338	0.3916	0.4296	0.5332
53	0.2241	0.2656	0.3129	0.3445	0.4317
120	0.1496	0.1779	0.2104	0.2324	0.294
∞	0.073	0.087	0.103	0.114	0.146

CURRICULUM VITAE



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